

S-E-C-R-E-T

OFFICE OF TRAINING REGULATION NO. 25-4

11 May 1962

SUBJECT : TRAINING REPORTS

REFERENCE : OTR Regulation 1-1, Mission and Functions
of the Office of Training

RESCISSION : OTR Regulation 25-4, 1 November 1960

1. GENERAL

This regulation establishes the policy, assigns responsibilities, and prescribes procedures for preparation and dissemination of written training reports on performance of students in courses conducted by the Office of Training.

2. POLICY

- a. At the conclusion of every course, including tutorial instruction, a training report will be submitted on each student according to procedures outlined in this regulation.
- b. Exceptions to this policy will be Covert Training and any other instruction which the Director of Training may specifically exempt.
- c. Reports will be prepared in accordance with Format A, B, or C, shown as attachments to this regulation.

3. RESPONSIBILITIES

- a. Chiefs of Schools will develop methods of appraising progress of students in courses, will determine the format for reports, and will review all reports before distribution.
- b. Chief Instructors will prepare reports on students in accordance with the instructions and procedures outlined in Paragraph 4.
- c. Chief, Assessment and Evaluation Staff, will maintain OTR's official file of training reports and will answer inquiries on achievement of students in relation to test and assessment data. Reports which comprise only a certification of attendance will not be retained by the A&E Staff and the OTR file copy of clerical training reports will be retained for only two years after completion of the training.
- d. The Registrar will examine reports for compliance with this regulation and will distribute them as prescribed in Paragraph 4d. The Registrar will enter pertinent data regarding satisfactory completion of courses in the Agency Training Record.

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4. PROCEDURES

- a. A report will be prepared on each student officially registered in a course.
- b. Reports will be prepared according to one of the following formats.
 - (1) Format A - is used when certification of attendance only is appropriate and there is no rating of the student's performance.
 - (2) Format B - is used when the student's performance is described only in relation to the over-all objective. It may be used if adjectival ratings are given, if narrative descriptions are used, or if adjectival ratings are combined with narrative descriptions.
 - (3) Format C - is used when performance is described according to course segments, each segment relating to a specific objective. It may be used if adjectival ratings are given, if narrative descriptions are used, or if adjectival ratings are combined with narrative descriptions.
- c. Copies of reports will be submitted as follows:

	<u>If copy for student</u>	<u>If no copy for student</u>
Format A	Original & 3	Original & 2
Format B and C	Original & 4	Original & 3
- d. Reports will be sent to the Registrar who will forward the original through the DTR to the Office of Personnel for its inclusion in the student's official folder. Two copies of the report and the student's copy will be sent by the Registrar to the Training Officer of the student's component. Also, except for Format A reports, one copy will be sent to the Assessment and Evaluation Staff.
- e. Each report will be labeled TRAINING REPORT and in the heading will include:
 - (1) Title of course and sequential number
 - (2) Dates of course
 - (3) Total hours of instruction

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- (4) Part-time or full-time instruction
- (5) Number of students enrolled
- (6) Name of student, year of birth, month and year of his entry-on-duty, grade, and sponsoring office.
- (7) Security classification

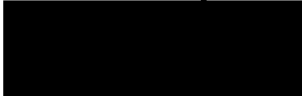
f. Each report will contain an Objectives-Content and Methods Section and an Achievement Record Section.

- (1) The Objectives-Content and Method Section will consist of two parts:
 - (a) Objectives-Content: Concise, concrete statements of intended student accomplishment; that is, the major areas of knowledge, understanding and skills expected of the student at the completion of the instruction. A summary of course subject matter may be included.
 - (b) Methods of instruction: A brief description of the teaching techniques and their proportional emphasis.
- (2) The Achievement Record Section will vary in accordance with the format of the report:
 - (a) If Format A is used, the Achievement Record Section will read: "This is a certificate of attendance. No record was made of individual performance in the course." The Chief Instructor should note any irregularities in attendance and may comment on such matters as the perceptiveness of questions asked by the student and the nature and extent of the student's participation in class activities.
 - (b) If Format B or C is used, the Achievement Record Section will contain a description of the student's quality of performance. The narrative description will include any of the following factors determined by the Chief Instructor to be of significance.
 - 1. A statement of the student's competence in accomplishing each major objective or in mastering each major area of subject matter, and of the quality of his work in comparison with that of other students in the course.

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2. A statement of any specific strengths and limitations the student had in the mastery of objectives and subject matter.
 3. A comment on evidence of the student's attitude toward, and interest in the course.
 4. A notation on the student's attendance, personal background factors or family circumstances which may have affected his performance.
 5. A statement of the method of appraising the student's performance. (This may be used as the introduction to the Achievement Record Section or it may be included in the narrative on the student's performance.)
 6. Adjectival ratings. When used, the definitions in Table A (Page 5) will apply and, wherever feasible, they will be supported by comments. NOTE: Three adjectival ratings will be used: Excellent, Satisfactory and Unsatisfactory. The number of students receiving each will be shown. The individual rating of each student will be indicated by an asterisk. Ratings need not be defined in the report.
- g. If a student does not complete a course, a report of incompletion will be submitted to the Registrar in an original and four copies. The report will contain the information in Paragraph 4e and a comment on the reason for incompletion. When the student completes the course requirements, a training report will be submitted in accordance with Paragraph 4b.
- h. The command line, FOR THE DIRECTOR OF TRAINING, will be shown on all reports. The signature of the Chief Instructor and the date of the report will appear below the command line.


MATTHEW BAIRD
Director of Training

25X1A

Attachments: Sample Formats (A, B, & C)**Distribution:**
OER - Key IC

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TABLE A

DEFINITIONS OF ADJECTIVAL RATINGS

EXCELLENT	Student demonstrated unusual competence in achieving the course objectives. His understanding of the course content was unusually thorough and perceptive. Where skills were taught, he developed particularly good facility in their use.
SATISFACTORY	Student's achievement of the course objectives was competent. He demonstrated a good understanding of the course content. Where skills were taught, he developed basic facility in their use.
UNSATISFACTORY	Student did not demonstrate adequate competence. Although he may have made some progress he fell short of the minimum standards for achievement of the course objectives.

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FORMAT A

TRAINING REPORT

Clandestine Services Review No. 41
(80 hours, full-time)

23 Oct - 3 Nov 1961

Student	: John H. Doe	Office	: FE
Year of Birth	: 1928	Service Designation	: D
Grade	: GS-12	No. of Students	: 29
EOD Date	: Sept 1956		

COURSE OBJECTIVES-CONTENT AND METHODS

This course aims to develop in the Clandestine Services officer recently returned from the field an up-to-date awareness of the role of CIA in the U. S. intelligence collection and action effort, with particular regard to current policies and trends. Although the focus is on the Clandestine Services, attention is also given to its relations with the DD/I and the DD/S.

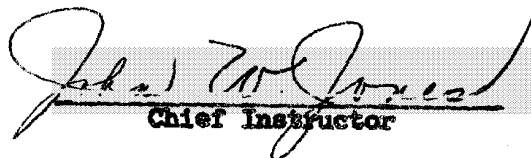
The bulk of the course is presented by lectures given by officials who are directly responsible for the missions, functions, programs, and services discussed. Each lecture is followed by a period for students to direct questions to the speaker. About 20% of the student's course hours are scheduled for reading of pertinent regulations and background summaries.

ACHIEVEMENT RECORD

This is a certificate of attendance. No record was made of individual performance in the course.

This student was conscientious and regular in attendance. He was most attentive. Although he asked only occasional questions of lecturers, those questions he did ask were unusually perceptive.

FOR THE DIRECTOR OF TRAINING:


Chief Instructor

10 Nov 1961
Date

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FORMAT B

TRAINING REPORT

Survey of International Communism No. 11
(120 hours, full-time)

24 July - 11 Aug 1961

Student : John R. Doe Office : JOT
Year of Birth : 1936 Service Designation : SJ
Grade : GS-07 No. of Students : 52
EOD Date : July 1961

COURSE OBJECTIVES-CONTENT AND METHODS

This course has three closely related major objectives: (1) to develop in the student a comprehensive knowledge of the ideology, organization, and methods of international Communism, consisting of the Sino-Soviet bloc and of the Communist Parties and associated organizations in the Free World; (2) to inculcate in the student a thorough awareness of the challenges and threats facing the United States and the rest of the Free World from the objectives, activities, and capabilities of international Communism; and (3) to acquaint the student with the general problems confronting CIA in carrying out anti-Communist operations.

About one-half of the course was presented by lecture, one-fifth was devoted to seminars and demonstrations, one-fifth was spent in individual student reading, and the remainder was divided between films and map exercises.

ACHIEVEMENT RECORD

Student achievement was judged primarily on the basis of performance in seminars in which students gave oral presentations on selected discussion topics and defended their analyses by answering questions put by other members of their groups. The number of students in a cumulation of five classes receiving each adjectival rating on over-all course performance is shown below. This student's rating is indicated by the asterisk.

<u>Unsatisfactory</u>	<u>Satisfactory</u>	<u>Excellent</u>
3	207*	41

Mr. Doe demonstrated competent understanding of the subject matter of this course. In a few instances gaps in his knowledge and facts were evident, but these did not lower the quality of his over-all performance. He was skillful in handling questions others put to him.

FOR THE DIRECTOR OF TRAINING:

John W. Jones 18 Oct 1961
Chief Instructor Date

FORMAT C

TRAINING REPORT

Intelligence Research (Techniques) No. 11
(144 hours, part-time)

11 Sept - 20 Oct 1961

Student	: John H. Doe	Office	: ORR
Year of Birth	: 1930	Service Designation	: IR
Grade	: GS-09	No. of Students	: 9
EOD	: Nov 1960		

COURSE OBJECTIVES-CONTENT AND METHODS

This course, designed for the analyst who has been engaged in intelligence research for more than six months, aims to increase his capability by (a) deepening his understanding of the philosophy of intelligence research and (b) increasing his proficiency in the use of research facilities and techniques.

About 60% of the student's course time is spent on practical written assignments and exercises. These comprise an individual research project approved by the student's desk supervisor and other exercises based largely on published CIA reports. The course also includes class discussions and readings in a text tailor-made for the course.

ACHIEVEMENT RECORD

The adjectival rating and comments on this student for each major area of the course are derived from an evaluation of his work on his individual project, on the other exercises, and on the final examination. Comparative judgments take into account students in preceding classes as well as the present one.

Research Philosophy and Planning

The evaluation in this area is based on the student's preparation of terms of reference and of project work schedules and on evidence of increased understanding of the role of research analysts in fulfilling Agency goals.

Mr. Doe's work in this area was satisfactory, although he was among the lowest in the class. His outlines had a tendency to be a list of partially overlapping items rather than an organized list of mutually exclusive topics.

(over)

Information Repositories

He acquired an excellent knowledge of the facilities and functions of information repositories; he was second highest in the class. He also demonstrated excellent judgment in the use of the repositories in support of research.

Information Collection Programs

Mr. Doe's work in this area was excellent. His knowledge of collection organizations and their functions was the best in the class. Because of weak background statements and certain deficiencies in writing specific requirements, he was definitely below average in writing collection requirements for his individual project and for the final examination.

The Analytical Process

Although below average, his work was satisfactory in applying the analytical process to the class exercises, which included both quantitative and non-quantitative data, taken for the most part from published CIA reports.

Mechanics of Report Preparation

Emphasis in evaluating the work in this area is placed on the underlying thought process rather than on the quality of the product as a piece of writing. He demonstrated excellent accuracy and judgment in selecting and organizing material for inclusion in summaries and conclusions based on ORR reports.

General Comments

Mr. Doe's over-all performance was on the borderline between satisfactory and excellent, which is typical of the majority of students.

FOR THE DIRECTOR OF TRAINING:


Chief Instructor

28 Oct 1961
Date